

EARLY CHILDHOOD THROUGH YOUNG ADULthood

LIBRARY MEDIA STANDARDS



Standard I: Knowledge of Students

Accomplished library media specialists understand the academic, personal, and social characteristics of students and relate them to learning.

Standard III: Knowledge of Library and Information Studies

Accomplished library media specialists understand and apply the principles of library and information studies to support student learning and to create an effective, integrated library media program.

Standard V: Administration

Accomplished library media specialists use a range of strategies and techniques to manage and administer effective library media programs.

Standard VII: Access, Equity, and Diversity

Accomplished library media specialists provide access, ensure equity, and embrace diversity.

Standard IX: Outreach and Advocacy

Accomplished library media specialists promote the library media program through outreach and the development of advocates.

Standard II: Teaching and Learning

Accomplished library media specialists understand and apply principles and practices of effective teaching in support of student learning.

Standard IV: Leadership

Accomplished library media specialists are visionary leaders in their schools and in the profession.

Standard VI: Integration of Technologies

Accomplished library media specialists use technologies effectively and creatively to support student learning and library media program administration.

Standard VIII: Ethics

Accomplished library media specialists uphold and promote professional ethics and ethical information behavior.

Standard X: Reflective Practice

Accomplished library media specialists engage in reflective practice to improve student learning.

WHAT ARE THE STEPS TO ▶ CERTIFICATION? ◀



Component 1: Content Knowledge

-Computer-based assessment of 45 selected response questions.

-3 short essays / constructed responses on:

- I. Program Administration and Management
- II. Technologies
- III. Collection Development



Component 2: Differentiation in Instruction

-Demonstrate your ability to plan, develop, and implement an instructional sequence that integrates digital content, research, or information literacy processes into classroom instruction and is differentiated to meet the needs and characteristics of the students to make learning possible for all.

-Provide a total of four student/group work samples and a Written Commentary that provides a context, analyzes the lesson plan, assesses the student work, and reflects on your teaching.

-Provide documentation of the differentiated instructional sequence to help assessors see evidence of creating, implementing, and assessing student learning experiences that include differentiation and appropriate levels of scaffolding to increase or extend every student's knowledge base.



Component 3: Teaching Practice and Learning Environment

-Provide a brief overview of the content of your overall submission.

-Submit two 10–15 minute videos of your teaching practice, showcasing different instructional units, content, and strategies in each.

-Submit information about the instructional context for each video.

-Describe your instructional planning for the lesson featured in each video and submit supporting materials.

-Submit a commentary for each video that includes analysis and reflection on your teaching practice; that communicates your pedagogical decision making before, during, and after the lesson shown in the video; and that focuses on your impact on student learning.



Component 4: Effective and Reflective Practitioner

-Provide a profile or description of one entire class of current students developed from and supported by information you collect about the students.

-Provide evidence that you collect relevant information about your group of students to prove you base assessment practices on your knowledge of the students and understanding of sound assessment principles. Show you use assessments and other data sources to positively impact students' learning. You must link the assessment data to your practice.

-Submit evidence you use accumulated knowledge about students from the current year and/or previous school year to analyze the effectiveness of your own practice and to initiate or contribute to collaborative efforts designed to support students' learning and growth.

-Reflect on your practice of gathering and using information about students and how you can best contribute to positive changes for students and your practice in the future.

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